DOCUMENT RESUME

ED 044 205

RC 004 767

AUTHOR Dracon, John

TITLE The Extent of Bilingualism Among the Crow and the Northern Cheyenne Indian School Populations, Grades One Through Twelve. A Study.

PUB DATE Mar 70

NOTE 32p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.70

DESCRIPTORS *American Indians, *Bilingualism, Cultural Factors, Elementary School Students, Enrollment, *Language Proficiency, *Research, Secondary School Students, *Tables (Data)

IDENTIFIERS *Montana

ABSTRACT

The research was conducted in the schools on or near the Crow and the Northern Cheyenne Indian reservations in Montana during October of 1969. All the students, both Indian and white, grades 1 through 12, were involved in the study. Some 2020 Indian students, out of a combined student enrollment of 3626, were assessed as to their bilingual characteristics by interpreters who asked general questions of the Indian students in the Indian languages. Responses were listened to, and recommendations were made to the assessors. It was determined of the 1102 Crow students examined, 82% spoke Crow as a primary language, 8% spoke Crow as secondary language, and 10% spoke only English. Of the 730 Cheyenne students examined, 55% spoke Cheyenne as a primary language, 18% spoke Cheyenne as a secondary language, and 27% spoke only English. The appendix contains enrollment figures and language characteristics by individual school and reservation. (LS)

ED044205

THE EXTENT OF BILINGUALISM AMONG THE CROW AND THE NORTHERN CHEYENNE INDIAN SCHOOL POPULATIONS, GRADES ONE THROUGH TWELVE

A STUDY

RECEIVED NOV 9 1970 NMSU E.R.I.C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RC004767

STATEMENT

Although bilingualism on both the Crow and the Northern Cheyenne Indian Reservations is a fact of long standing, no study has heretofore been made to determine to what extent the native languages are spoken, particularly with the school age population.

The past several decades have witnessed a rapid increase in the Indian school enrollment. This increased enrollment, the Indian community's greater awareness of the need of education, and the changes occurring in a space age society have placed greater demands upon educators to provide suitable programs for children with bilingual-bicultural backgrounds.

Up to now Reservation educators have resorted to "educated" guesses in regards to bilingualism. Many opinions have been offered about the Indian languages - what effect they have on the child's education, how many of the students speak their mother tongues, etc. Until this study was made, there was no alternative but to speculate, particularly in regards to the extent of bilingualism.

The study described in the following pages was primarily a fact-finding study. It was not designed, for example, to pass educational judgment on individual school programs. Nor was it designed to determine whether or not the bilingual student was necessarily more facile in one language as opposed to the other.

Reservation educators agree that the overwhelming majority of bilingual Indian students have serious, demonstrable deficiencies in English, both oral and written. The problem of English deficiency was, of course, a problem ancillary to the study, although it was not wholly devoid from the fact of bilingualism itself. However, before suitable educational programs could be devised to combat the bilingual dilemma, facts germane to the bilingual characteristics of Indian students had to be determined. This study, therefore, was an attempt to determine some of those facts.

John Dracon
Hardin, Montana
March, 1970

TABLE OF CONTENTS

Statement

Description of Study:

	Page
Location of Study	1
Date of Study	1
Schools Involved in Study	1
Persons Involved in Study	1
Definitions	2-3
Indian	2
Non-Indian	2
Primary Speaker	2
Secondary Speaker	2
Monolingual Speaker	2
Approaches Used in Study	3-4
Purpose(s) of Study	4-5
Results of Study (See Appendix)	
Conclusions:	
Crow Reservation	5-6
Northern Cheyenne Reservation	6
Observations and Reflections	7-8
Appendix	

THE EXTENT OF BILINGUALISM AMONG THE CROW AND THE NORTHERN CHEYENNE INDIAN SCHOOL POPULATION, GRADES ONE THROUGH TWELVE - A STUDY

Description of Study

Location - The study was conducted throughout both the Crow and the Northern Cheyenne Indian Reservations. These Reservations are located in southeastern Montana. It should be noted that the Reservations are adjacent, both sharing a common border, with the Crow Reservation lying to the west of the Northern Cheyenne Reservation.

Date of Study - The study was conducted during the month of October, 1969.

Schools Involved - All the schools, public, private, and BIA, on and near both reservations were involved in the study. (see Appendix)

Persons Involved -

Students - All the students, both Indian and white, grades one through twelve, were involved in the study. A total of 2020 Indian students out of a combined student enrollment of 3626 were assessed as to their bilingual characteristics.

Interpreters - Whenever possible, the interpreters were chosen from the community where the school was located. It was reasoned that as such the interpreters would be more likely to have knowlege of the child's home. This was especially important with the students who were naturally reticent to respond to questions, viz., the little folks, and community interpreters could more readily account for those students who were absent from school when the study was made.

Definitions -

Indian - An Indian student was defined as a student who was enrolled as a member of an Indian tribe.

Non-Indian - Non-Indians were defined as students who were not Indians. This included a few students who had an oriental racial heritage. Approximately 99% of the non-Indians were whites.

Primary Speaker - A primary speaker was defined as an Indian student who learned the Indian language at home first, who speaks the Indian language at home, and who speaks the Indian language in his peer relationships. (note - the term primary does not mean that the Indian student had a better grasp of his native language than he did in English. The study did not attempt to determine how facile the Indian student was in both languages. Generally, the Indian student who spoke Indian as his primary language showed an inadequate competency in his English when compared to a monolingual white student of the same age. There are, however, exceptions to this generalization.)

Secondary Speaker - A secondary speaker was defined as an Indian student who had a slight conversational and/or listening ability in Indian. English was obviously the primary language of this student. (note - knowing only a few words in Indian did not qualify an Indian student to be listed as a secondary speaker. The few students who fell into the category of secondary speakers could respond accurately to simple questions and commands in the Indian language.)

Monolingual Speaker (none) - A monolingual speaker was defined as an Indian student who spoke only English.

Approaches Used -

Prior to conducting the study it was decided that the most expeditious way to get the information sought was to visit each classroom of each school. The various school administrations consented to cooperate with the study. They also informed their staffs about the study, when it was coming, etc.

Upon arriving at each school, the interpreters were briefed as to the purposes of the study, what bilingual characteristics were being sought, what questions should be asked in Indian, etc. As stated before, interpreters who were members of the school's community were preferred. The following routine was then followed with each class, usually beginning with grade one.

Step 1 - After introductions (the assessors and interpreters) a brief explanation was given to the teacher and the class about the purpose of the visit. (the amount of detail given depended upon the age of the group)

Step 2 - A classroom census was taken - how many Indians, how many whites, how many students absent, etc.

Step 3 - The bilingual characteristics were then assessed. Usually, the interpreters asked general questions of the Indian students in Indian, listened to the various responses, and made recommendations to the assessors. (the author and the classroom teacher) In almost all cases the interpreters already knew the child and his family. The classroom teacher also supplied information about the child not known to the interpreter or absent from school.

A variety of Indian people, both men and women, served as interpreters. A few were classroom teachers. But the majority were people already serving in various capacities within the school such as Head Start aides, school cooks, teacher aides, etc.

Purpose(s) of Study - The study had three main purposes. These were (1) to assess the bilingual characteristics of the student population, (2) to collect census data, and (3) to assemble the data in a presentable form to be scrutinized by the educators of the Reservations.

Bilingual Characteristics - the following questions were basic to the information sought.

a) How many Indian students speak the Indian language as a primary language?

b) How many Indian students speak the Indian language as a secondary language?

c) How many Indian students do not speak the Indian language, i.e., are monolingual English speakers?

d) Do fewer Indian students (proportionately) speak the native or Indian language today than did in the past, i.e., between grades one through twelve? In other words are there signs the spoken Indian language is diminishing among the Indian students?

Census Data

a) The Indian enrollment

b) The white enrollment

c) Percentages (Indian or white) in each school

d) Grade enrollments

e) Other data, e.g., tribes represented other than Crow and Northern Cheyenne, etc.

Prior to the classroom visits, a form to record the various data was devised. Great pains were taken to be systematic in the approaches used when making the assessments.

A number of Indian students who were attending out-of-state boarding schools were also assessed. This was done by reviewing data supplied by the BIA, along with the help from Indian people who knew the student and his family.

Results - See Appendix.

Conclusions -

Crow Reservation - Of the 1102 Crow students examined, 906 or 82% spoke Crow as a primary language. Eighty-six or 8% spoke Crow as a secondary language. This meant that 90% of the Crow students were bilingual. Ten percent or only 1 out of 10 Crow students spoke only English.

From the data gathered, there was no evidence to support the contention that the Crow language is diminishing among the young. Eighty-two percent of 162 first graders spoke Crow as a primary language, whereas 79% of 44 twelfth graders were primary Crow speakers. The highest percentage of primary speakers were found in the ninth grade, the lowest in the second and eleventh grades. (see page 9 of Appendix)

It is suggested to the reader that the variance shown by the different grade levels - the mean for primary speakers is 81% - is insufficient to conclude the language is either diminishing or increasing. It appears to be static.

It is the opinion of the author that changes in the frequency of spoken Crow cannot be measured in terms of decades, unless, of course, some unforeseen dramatic social changes occur.

The census data showed for the first time that the Indian first grade enrollment outstripped the white enrollment - 163 to 138. The sudden drop in Crow enrollment in the eighth grade and on through high school is attributable to two factors: (1) off-reservation boarding schools (150 Crow students enrolled in October 1969) (2) the drop-out.

Northern Cheyenne Reservation - Of the 730 Cheyenne students examined, 401 or 55% spoke Cheyenne as a primary language. One hundred and thirty-three or 18% spoke Cheyenne as a secondary language. Seventy-three percent of the Cheyenne students were bilingual - 27% spoke only English, about three out of every ten students. (see page 19 of Appendix)

As with the Crow language, there is little evidence to support the contention that Cheyenne is also on the wane. Forty-eight percent of 86 Cheyenne first graders spoke Cheyenne as a primary language, 40% of 12 twelfth graders. The mean for primary speakers over twelve grades is 54%.

Some Observations and Reflections

The persons who acted as interpreters were, for the most part, from the local communities. They need not have much background in education in order to assist. They need only to be truly bilingual. The author recommends to those educators who would do a replication of this study that they seek mature Indian women as interpreters.

The author again stresses that by labelling a student as a primary speaker, it does not necessarily mean, for example, that the student speaks better Crow than English. Some of the bilingual students examined had a solid command of English, but they were definitely in the minority. Not until some kind of standard is created in the Indian language can some meaningful comparisons to English be done, i.e., unless the assessor is truly competent in both languages, has the time to pursue some comparisons, etc. It is the opinion of the author that the Indian student who speaks Indian as a primary language generally shows serious deficiencies in his Oral English ability, regardless of his grade level.

Although comparisons of the data between the two Reservations are inevitable, each Reservation is a unique social-economic system and should be considered in that light. The attitudes of the Indian people do differ in regards to their languages. It is not uncommon for a Cheyenne native speaker to state he considers his language to be a handicap. On the other hand the typical Crow speaker feels his language is good and wants to both preserve and perpetuate it.

It should also be noted that although the two Reservations are adjacent intermarriage between the tribes is uncommon. And the two languages, according to linguists, are dissimilar - about as similar as English is to Russian.

It appears from the data gathered that Crow and Cheyenne are static, i.e., they are neither diminishing nor increasing proportionately among the young.

It is the author's contention that both these languages will continue to prevail, particularly Crow, unless (1) the parent chooses not to teach it to his child or (2) the majority of the Indians leave the Reservations and live elsewhere or (3) there is more intermarriage with Indians of other tribes and with whites. The high incidence of spoken Crow, for example, is indisputable evidence that there has been little intermarriage between Crows and others.

In absence of any dramatic social changes, both languages will continue to be spoken in the homes. If this be true, the future promises that educators will be faced with the same dilemma - what to do with a student who is deficient in the language in which he is being instructed.

There are those Reservation educators who contend that the price of continued bilingualism is too high to pay, that the assets are completely outweighed by the liabilities. This is, of course, debatable.

But what isn't debatable is the fact that the overwhelming majority of the Indian students have poorly developed English skills. This plus the facts gathered by the study, our knowledge of the bicultured dynamics of the Reservations, and just plain common sense suggest that there is really only one intelligent direction for educators to head. They must begin highly structured and systematic programs for teaching English as a second language. They must also take advantage of the native language as a teaching tool whenever it is possible.

APPENDIX

Page 1 . . . . Enrollments by Individual Schools and Reservations

Page 2 . . . . Explanations of Headings

Crow Reservation Data

Page 3 . . . . Hardin

Page 4 . . . . Lodge Grass

Page 5 . . . . Wyola and Crow Agency

Page 6 . . . . Edgar

Page 7 . . . . Fort Smith and St. Xavier

Page 8 . . . . St. Charles and Pryor

Page 9 . . . . Composite (by grades) - All Schools

Page 10 . . . Tribes Other Than Crow - Also Speakers of Other Languages

Page 11 . . . Boarding School Students and Adjusted Totals

Page 12 . . . Enrollment Percentages (Indian and non-Indian) - by Schools

Northern Cheyenne Reservation Data

Page 13 . . . Busby

Page 14 . . . Busby

Page 15 . . . Lame Deer

Page 16 . . . St. Labre

Page 17 . . . St. Labre

Page 18 . . . St. Labre

Page 19 . . . Composite (by grades) - All schools

Page 20 . . . Enrollment Percentages (Indian and non-Indian) - by Schools

Page 21 . . . Map of Reservations (Crow and Northern Cheyenne)

School Enrollments - Crow and Northern Cheyenne Reservations*

Crow Reservation Schools

School	Indians	Non-Indians	Total Enrollment
Hardin Public (17-H)	173	1177	1350
Crow Agency (17-H)	225	51	276
Fort Smith (17-H)	22	62	84
17-H Totals	420	1290	1710
Lodge Grass Public	383	126	509
Wyola Public	69	18	87
Edgar Public	48	76	124
St. Xavier Mission	117	9	126
St. Charles Mission	49	2	51
Pryor Public	39	1	40
Totals	1131	1534	2665

Cheyenne Reservation Schools

School	Indians	Non-Indians	Total Enrollment
Busby (BIA)	219	4	223
Lame Deer Public	272	27	299
St. Labre Mission	398	41	439
Totals	889	72	961

TOTALS - Both Reservations:

2020	1606	3626

*Does not include Head Start enrollment figures

Explanation of Headings

To facilitate rapid review of this data, please make note of the following comments.

The following headings should be interpreted as:

I. = Indian

N.I. = Non-Indian

Total = the total of the Indian and the non-Indian enrollment by grade and by school

Crow = the number of Crow students (note - the number of Indians listed under I. may not coincide with the number of students listed under Crow - this means that other tribes are represented)

Primary = refers to the language which is spoken at home and which was learned first by the student - the number of students having Crow, for example, as their primary language is shown by the number listed under the heading Primary

Secondary = refers to the Indian language being secondary, the English language being primary - in this category are those students who have some conversational and/or listening ability in the Indian language.

None = refers to the number of Indian students who do not either speak or understand their tribal language - in other words, these students are monolingual, English speakers

CROW RESERVATION

HARDIN

GRADES	ENROLLMENTS				CROW LANGUAGE CHARACTERISTICS		
	I.	N.I.	Total	Crow	Primary	Secondary	None
First	13	103	116	12	12		
Second	10	102	112	9	7		2
Third	8	83	91	7	6		1
Fourth	9	100	109	8	6		2
Fifth	9	86	95	6	3		3
Sixth	5	88	93	5	5		
Sub-Totals	54	562	616	47	38		8
Seventh	13	92	105	11	10		1
Eighth	20	119	139	17	13	4	
Sub-Totals	33	211	244	28	23	4	1
Ninth	23	117	140	23	22		1
Tenth	30	110	140	28	26		2
Eleventh	15	91	106	14	10	1	3
Twelfth	18	86	104	18	13	2	3
Special Ed.	6	11	17	6	6		
Sub-Totals	92	415	507	89	77	3	9
TOTALS FINAL	179	1188	1367	164	138	7	18

Percentage speaking Crow as a primary language:

Hardin - 84%

CROW RESERVATION

LODGE GRASS

GRADES	ENROLLMENTS			CROW LANGUAGE CHARACTERISTICS			
	I.	N.I.	Total	Crow	Primary	Secondary	None
First	40	12	52	40	34		6
Second	40	11	51	40	30	2	8
Third	36	13	49	36	31	2	3
Fourth	52	9	61	52	41	9	2
Fifth	26	13	38	25	18	1	6
Sixth	44	10	54	43	35	6	2
Sub-Totals	238	68	305	236	189	20	27
Seventh	23	14	37	23	17	4	2
Eighth	24	13	37	24	19	4	1
Sub-Totals	47	27	74	47	36	8	3
Ninth	41	5	46	40	34	3	3
Tenth	26	10	36	26	19	4	3
Eleventh	13	10	23	13	9	4	
Twelfth	18	7	25	17	12		5
Sub-Totals	98	32	130	96	74	11	11
TOTALS	383	126	509	379	299	39	41

Percentage speaking Crow as a primary language:

Lodge Grass - 79%

CROW RESERVATION

WYOLA

GRADES	ENROLLMENTS			CROW LANGUAGE CHARACTERISTICS			
	I.	N.I.	Total	Crow	Primary	Secondary	None
First	14	2	16	14	10	2	2
Second	12	2	14	12	6	1	5
Third	5	2	7	5	4	1	
Fourth	8	5	13	8	3	4	1
Fifth	7		7	7	4		3
Sixth	7	5	12	7	5	2	
Seventh	10	1	11	10	8	1	1
Eighth	6	1	7	6	4	2	
Totals	69	18	87	69	44	13	12

CROW AGENCY

GRADES	I.	N.I.	Total	Crow	Primary	Secondary	None
First	58	5	63	58	50		8
Second	27	5	32	26	19	3	4
Third	23	12	35	23	19	2	2
Fourth	31	8	39	30	28	2	
Fifth	21	7	28	21	19	2	
Sixth	31	5	36	30	27	3	
Seventh	21	9	30	21	19	2	
Special Ed.	13		13	13	11	2	
TOTALS	225	51	276	222	192	16	14

Percentage speaking Crow as a primary language:

Wyola - 63% Crow Agency 86%

CROW RESERVATION

EDGAR

GRADES	ENROLLMENTS			CROW LANGUAGE CHARACTERISTICS			
	I.	N.I.	Total	Crow	Primary	Secondary	None
First		3	3				
Second		4	4				
Third		6	6				
Fourth		5	5				
Fifth	2	9	11	2	2		
Sixth	1	7	8	1	1		
Sub-Totals	3	34	37	3	3		
Seventh	1	6	7	1	1		
Eighth	1	8	9	1	1		
Sub-Totals	2	14	16	2	2		
Ninth	9	8	17	9	9		
Tenth	11	9	20	11	11		
Eleventh	10	9	19	9	7	1	1
Twelfth	13	2	15	13	13		
Sub-Totals	43	28	71	42	40	1	1
TOTALS	48	76	124	47	45	1	1

Percentage speaking Crow as a primary language:

Edgar - 95%

CROW RESERVATION

FORT SMITH

GRADES	ENROLLMENTS				CROW LANGUAGE CHARACTERISTICS		
	I.	N.I.	Total	Crow	Primary	Secondary	None
First	6	11	17	6	4	2	
Second	3	15	18	3	3		
Third	5	4	9	4	4		
Fourth	3	12	15	2	2		
Fifth	4	10	14	4	4		
Sixth	1	10	11	1	1		
TOTALS	22	62	84	20	18	2	

ST. XAVIER

GRADES	I.	N.I.	Total	Crow	Primary	Secondary	None
First	18	1	19	18	14	2	2
Second	17		17	17	15		2
Third	14	2	16	14	11	1	2
Fourth	14	1	15	14	12		2
Fifth	17	2	19	17	14	1	2
Sixth	9	2	11	9	7	2	
Seventh	15	1	16	15	15		
Eighth	13		13	13	11		2
TOTALS	117	9	126	117	99	6	12

Percentage speaking Crow as a primary language:

Fort Smith 90%

St. Xavier 84%

CROW RESERVATION

ST. CHARLES

GRADES	ENROLLMENTS				CROW LANGUAGE CHARACTERISTICS		
	I.	N.I.	Total	Crow	Primary	Secondary	None
First	9	1	10	9	6	3	
Second	8		8	8	7		1
Third	8	1	9	8	6		2
Fourth	8		8	8	8		
Fifth	6		6	6	5		1
Sixth	5		5	5	4		1
Seventh	5		5	5	4		1
Eighth							
Totals	49	2	51	49	40	3	6

PRYOR

GRADES	I.	N.I.	Total	Crow	Primary	Secondary	None
First	5		5	5	4		1
Second	7		7	7	6		1
Third	9	1	10	9	7		2
Fourth	5		5	5	4		1
Fifth	3		3	3	3		
Sixth	1		1	1	1		
Seventh	7		7	7	6		1
Eighth	2		2	2	2		
Totals	39	1	40	39	33		6

Percentage speaking Crow as a primary language:

St. Charles - 80%

Pryor - 84%

CROW RESERVATION[1]

(Total school enrollments and language characteristics by grades)

	ENROLLMENT				CROW LANGUAGE CHARACTERISTICS[2]			
Grade	I.	N.I.	Total	Crow	Primary	Secondary	None	%Primary
1	163	138	301	162	134	9	19	82
2	124	139	263	122	93	6	23	76
3	108	124	232	106	88	6	12	83
4	130	140	270	127	104	15	8	82
5	95	127	222	91	72	4	15	79
6	104	127	231	102	86	13	3	84
7	95	123	218	93	80	7	6	85
8	66	141	207	63	50	10	3	79
9	73	130	203	72	65	3	4	90
10	67	129	196	65	56	4	5	86
11	38	110	148	36	26	6	4	72
12	49	95	144	44	35	1	8	79
Special Ed.	19	11	30	19	17	2		
TOTALS	1131	1534	2665	1102	906	86	110	

[1] Even though Hardin Public Schools and Edgar Public School are located off the reservation, they are included in this survey because Crow Indian students make up a significant proportion of the total enrollment of those schools.

[2] Approximately 82% of Crow students speak Crow as a primary language, 8% are secondary speakers, and 10% speak only English.

CROW RESERVATION

Hardin Schools

Indians other than Crow

TRIBES	TOTAL	PRIMARY	SECONDARY	NONE
Blackfeet	1			1
Cheyenne	10	2	3	5
Comanche	2			2
Chippewa	2			2
Sioux	6			6
Shoshone	1			1
Cherokee	1			1
Gros Ventre	1			1
Total	24	2	3	19

SPEAKERS OF OTHER LANGUAGES OTHER THAN ENGLISH & CROW

	TOTAL	PRIMARY	SECONDARY	NONE
Mexican-American	25	16	9	
*Swedish	1	1		
*Norwegian	1	1		
Total		18	9	

*Foreign exchange students

CROW RESERVATION

CROW STUDENTS IN GOVERNMENT BOARDING SCHOOLS (OUT OF STATE)

Grades	Crow students	Crow Language Characteristics		
		Primary	Secondary	None
1				
2				
3				
4				
5	1	1		
6				
7	6	2	3	1
8	7	5	2	
9	15	12	3	
10	28	25	1	2
11	29	28	1	
12	13	11	1	1
TOTALS	99	84	11	4

(84% of Crow boarding students speak Crow as a primary language)

Reservation communities from which Crow government boarding school students come:

Community	Male	Female	Number
Hardin	2	5	7
Lodge Grass	15	10	25
Wyola	7	1	8
Crow Agency	15	22	37
St. Xavier	7	7	14
Pryor	6	2	8
TOTALS	52	47	99

Adjusted totals of Crow Reservation potential student enrollment* - Crow Reservation students plus those attending out of state government boarding schools and st. Labre:

					Crow Language Characteristics		
	I.	N.I.	Total	Crow	Primary	Secondary	None
Crow Res.	1131	1534	2665	1102	906	86	110
Gov. Brd.Sch. (out of state)	99			99	84	11	4
St. Labre	61			61	31	4	26
Adj. Totals	1291	1534	2825	1262	1021	101	140

(80% of Crow students speak Crow as a primary language - from adjusted totals)

*does not include in potential student enrollment any projection on school dropouts

CROW RESERVATION[1]

Percent of Indian & Non-Indian by Individual School

			TOTAL ENROLLMENT		
	I.	N.I.	I.	N.I.	Total
Hardin					
Grades 1-6	10%	90%	54	562	616
Grades 7-8	14%	86%	33	211	244
Grades 9-12	18%	82%	86	404	490
Total	14%	86%	173	1177	1350
Lodge Grass					
Grades 1-6	81%	19%	238	68	305
Grades 7-8	63%	37%	47	27	74
Grades 9-12	75%	25%	98	32	130
Total	75%	25%	383	126	509
Wyola					
Grades 1-8	79%	21%	69	18	87
Crow Agency					
Grades 1-7	80%	20%	225	51	276
Edgar					
Grades 1-6	8%	92%	3	34	37
Grades 7-8	13%	87%	2	14	16
Grades 9-12	60%	40%	43	28	71
Total	39%	61%	48	76	124
Fort Smith					
Grades 1-6	27%	73%	22	62	84
St. Xavier					
Grades 1-8	92%	8%	117	9	126
St. Charles					
Grades 1-8	96%	4%	49	2	51
Pryor					
Grades 1-8	97%	3%	39	1	40
Reservation Total	42%	58%	1131	1534	2665

[1]Includes the Hardin and Edgar schools which are technically off the reservation.

NORTHERN CHEYENNE RESERVATION

BUSBY

GRADES	ENROLLMENT			CHEYENNE LANGUAGE CHARACTERISTICS			
	I.	N.I.	Total	Cheyenne	Primary	Secondary	None
1	20		20	18	12	1	5
2	9	1	10	7	6		1
3	11		11	11	8	3	
4	13	1	14	10	7	2	1
5	19		19	18	14		4
6	11	1	12	8	6	2	
Sub-Total	83	3	86	72	53	8	11
7	10		10	7	5	1	1
8	26		26	19	17		2
Sub-Total	36		36	26	22	1	3
9	39		39	28	24		4
10	27		27	19	12	2	5
11	26	1	27	21	16		5
12	8		8	6	3	2	1
Sub-Total	100	1	101	75	56	4	15
TOTALS	219	4	223	173	131	13	29

75% speak Cheyenne as a primary language.

NORTHERN CHEYENNE RESERVATION

BUSBY

INDIANS ENROLLED OTHER THAN CHEYENNE

TRIBES	TOTAL	PRIMARY	SECONDARY	NONE
Crow	7	5		2
Sioux	18		7	11
Gros Ventre	4		1	3
Cree	3	1	1	1
Blackfeet	5	1	3	1
Arapaho	2	1	1	
Assiniboine-Cree	1			1
Assiniboine - Sioux	2		1	1
Chippewa	1		1	
Flathead	1		1	
Kootenai	1		1	
Shoshone	1		1	
TOTAL	46	8	18	20

CHEYENNE RESERVATION

LAME DEER

GRADES	ENROLLMENT				CHEYENNE LANGUAGE CHARACTERISTICS		
	I.	N.I.	Total	Cheyenne	Primary	Secondary	None
1	45	8	53	44	17	7	20
2	48	3	51	47	19	13	15
3	39	6	45	37	12	14	11
4	33	2	35	28	16	6	6
5	30	2	32	30	18	2	10
6	26	2	28	24	10	8	6
7	27	2	29	23	11	10	2
8	24	2	26	22	12	3	7
TOTAL	272	27	299	255	115	63	77

45% speak Cheyenne as a primary language

INDIANS OTHER THAN CHEYENNE

TRIBES	LANGUAGE CHARACTERISTICS		
	PRIMARY	SECONDARY	NONE
Blackfeet			1
Crow	3	1	5
Sioux			3
Cherokee			1
Arikara			1
Cree		1	
Apache			1
TOTAL	3	2	12

NORTHERN CHEYENNE RESERVATION

ST. LABRE

GRADES	ENROLLMENT				CHEYENNE LANGUAGE CHARACTERISTICS		
	I.	N.I.	Total	Cheyenne	Primary	Secondary	None
1	27	4	31	24	11	5	8
2	33	3	36	28	14	8	6
3	34	5	39	27	18	8	1
4	29	1	30	23	8	5	10
5	41	4	45	32	22	8	2
6	32	4	36	23	11	5	7
Sub-Total	196	21	217	157	84	39	34
7	41	6	47	32	18	6	8
8	33	2	35	27	14	4	9
Sub-Total	74	8	82	59	32	10	17
9	34	3	37	19	7	2	10
10	32	3	35	25	15	2	8
11	28	2	30	17	5		12
12	17	4	21	14	5	4	5
Sub-Total	111	12	123	75	32	8	35
Special Ed.	17		17	12	8		4
TOTAL	398	41	439	303	156	57	90

50% speak Cheyenne as a primary language

NORTHERN CHEYENNE RESERVATION

St. Labre

INDIANS OTHER THAN CHEYENNE

			INDIAN LANGUAGE CHARACTERISTICS		
GRADES	TRIBES	TOTAL	PRIMARY	SECONDARY	NONE
1	Crow	1	1		
2	Crow	4	1	1	2
	Arapaho	1			1
3	Crow	3			3
	Arapaho	1			1
	Sioux	2			2
	Southern Cheyenne	1			1
4	Crow	5	1		4
	Arapaho	1			1
5	Crow	6	2		4
	Arapaho	1			1
	Sioux	2			2
6	Crow	6	1	3	2
	Sioux	3			3
7	Crow	4	3		1
	Arapaho	3	2		1
	Pima	1	1		
	Yakima	1			1
8	Crow	5	4		1
	Sioux	1	1		
9	Crow	12	8		4
	Arapaho	2			2
	Chippewa	1			1
10	Crow	5	4		1
	Arapaho	1	1		
	Sioux	1	1		
11	Crow	6	3		3
	Arapaho	3	3		
	Sioux	1		1	
	Klamath	1			1
12	Crow	2	2		
	Sioux	1	1		
Special Ed.	Crow	2	1		1
	Sioux	3			3

NORTHERN CHEYENNE RESERVATION

St. Labre

INDIANS OTHER THAN CHEYENNE (COMPOSITE)

TRIBES	TOTAL	INDIAN LANGUAGE CHARACTERISTICS		
		PRIMARY	SECONDARY	NONE
Crow	61	31	4	26
Arapaho	13	6		7
Southern Cheyenne	1			1
Sioux	14	2	2	10
Pima	1	1		
Yakima	1			1
Chippewa	1			1
Klamath	1			1
TOTAL	93			

NORTHERN CHEYENNE RESERVATION

TOTAL SCHOOL ENROLLMENTS & LANGUAGE CHARACTERISTICS BY GRADES

(Composite)

	ENROLLMENT				CHEYENNE LANGUAGE CHARACTERISTICS			
Grades	I.	N.I.	Total	Cheyenne	Primary	Secondary	None	%Primary
1	92	12	104	86	40	13	33	48
2	90	7	97	82	39	21	22	49
3	84	11	95	75	38	25	12	50
4	75	4	79	61	31	13	17	50
5	90	6	96	80	54	10	16	67
6	69	7	76	55	27	15	13	50
7	78	8	86	62	34	17	11	54
8	83	4	87	68	43	7	18	63
9	73	3	76	47	31	2	14	64
10	59	3	62	44	27	4	13	60
11	54	3	57	38	21		17	55
12	25	4	29	20	8	6	6	40
Special Ed. (St. Labre)	17		17	12	8		4	66
TOTAL	889	72	961	730	401	133	196	

Approximately 55% of Cheyenne students speak Cheyenne as a primary language, 18% are secondary speakers, and 27% speak only English.

NORTHERN CHEYENNE RESERVATION

Percent of Indian & Non-Indian by Individual School

			TOTAL ENROLLMENT		
	I.	N.I.	I.	N.I.	Total
Busby					
Grades 1 - 6	96%	4%	83	3	86
Grades 7 - 8	100%		26		26
Grades 9 -12	99%	1%	100	1	101
Total	98%	2%	219	4	223
Lame Deer					
Grades 1 - 8	90%	10%	272	27	299
St. Labre					
Grades 1 - 6	90%	10%	196	21	217
Grades 7 - 8	90%	10%	74	8	82
Grades 9 -12	90%	10%	111	12	123
Total [1]	90%	10%	398	41	439
Reservation	92%	8%	898	72	961

[1] Includes Special Education students (17)